

VIRGINIA PUBLIC SCHOOL LIBRARY REGULATIONS

The following regulations for libraries in accredited high schools were adopted by the State Board of Education at its meeting on January 17, 1928. Through their observation it is expected that the general standards of Virginia high schools will be improved, for of course the library is an essential laboratory unit of every educational institution.

Equipment

1. Enrollment of 100 or fewer students.

Separate classroom or space acceptable to the State Department fitted up with shelving, tables, and chairs; always accessible to students.

2. Enrollment of 101 to 300 students.

Separate room or space acceptable to the State Department equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalogue case, and other essential office equipment; always accessible to students.

3. Enrollment of 301 to 500 students.

Separate room equipped with materials as listed under Number 2.

4. Enrollment of 501 or more students.

Same as listed under number 3, with additional equipment to meet needs. If possible, separate rooms for conference and instruction in the use of the library and for repair work are desirable.

Books

1. Enrollment of 100 or fewer students.

Five hundred well-selected books, exclusive of government documents, textbooks, and duplicates, to meet the needs for reference, supplementary reading, and cultural and inspirational reading. Newspapers and periodicals suitable for students' use should also be included.

2. Enrollment of 101 to 300 students.

Five to seven hundred well-selected

books in keeping with the description given under Number 1. Also newspapers and well-selected list of from five to ten periodicals suitable for students' use.

3. Enrollment of 301 to 500 students.

Seven hundred to 1,000 well-selected books, and in addition newspapers and ten to fifteen suitable periodicals.

4. Enrollment of 501 or more students.

One thousand or more well-selected books, and in addition newspapers and twenty to thirty suitable periodicals.

The following description indicates the nature of the books that should be in the library. As schools increase in size the library should increase in direct proportion thereto.

Reference—

At least ten per cent of the total number of books in the library should be of reference nature. Among these should be a standard unabridged dictionary of recent date for the library and a secondary-school dictionary for each class-room, a standard encyclopedia of recent edition such as the New International Encyclopedia, Compton's Pictured Encyclopedia, and The World Book, and other books of miscellaneous nature such as atlases, year-books, books of synonyms, allusions, etc.; summaries of history; school dictionaries of Latin, French, and Spanish.

Science and Practical Arts—

At least twenty per cent of the total number of books in the library should deal with science and practical arts. Among these there should be books dealing with Agriculture, Home Economics, Manual Arts, Shopwork; industries, commerce and vocations.

Standard Literature—

At least thirty-five per cent of the total number of books in the library should deal with standard literature. Among these should be fairly complete editions of the works of standard American and English poets; also volumes dealing with standard

fiction. Well-chosen volumes of general literature of recognized standing, including dramas, essays, orations, sketches, mythology, appreciation of pictures, music and literature should be included.

History, Biography, Geography and

Travel—

At least twenty-five per cent of the total number of books in the library should deal with geography, biography, history and travel.

Physical and Health Education and Current Literature—

At least ten per cent of the volumes in the library should deal with physical and health education and current literature. By current literature is meant magazines, newspapers and periodicals.

Assistance in selecting the books can be had by securing a copy of the *Standard Catalog for High School Libraries*, published by The H. W. Wilson Company, New York, *Books for the High School Library*, published by the American Library Association, Chicago, and *Bulletin 1917, No. 41, Library Books for High Schools*, published by the Bureau of Education, Washington, D. C.

Librarian

1. Enrollment of 100 or fewer students.

Provide a librarian for a minimum of one period per day. Schools with fewer than four teachers should provide a librarian for at least two periods per week.

2. Enrollment of 101 to 300 students.

Provide a librarian for a minimum of two periods per day.

3. Enrollment of 301 to 500 students.

Provide a librarian for a minimum of four periods per day.

4. Enrollment of 501 or more students.

Provide a full-time librarian.

In each case the librarian should have a six weeks' course in library work, and may be a teacher in the school or a librarian

doing work in the public library, whose education is equivalent to that of the teachers in the school.

The service will frequently be more efficient and more economical if the school library is a branch of the public library and they both coöperate in paying the salary of the person in charge of the school library. The problem of adequate library service to the rural schools and those of the small towns can be greatly benefitted by the traveling library.

Sufficient student help, if necessary, should be trained by the librarian to keep the library open the entire school day. The library should be open, however, only under careful supervision.

Appropriation

1. Enrollment of 300 or less students.

Annual appropriation of at least 50c per student per year for books, periodicals, etc., exclusive of salaries.

2. Enrollment of 301 or more students.

Annual appropriation of at least 35c per student per year for books, periodicals, etc., exclusive of salaries.

Courses in Use of Library

A course of at least 12 lessons in use of the library should be given by the librarian or teacher-librarian, preferably in first year high school. It is suggested that this training be given at the activities period, which is provided in every high school, or at some other convenient time to suit the schedule and organization.

Organization

Adequate shelf-lists should be made and adequate loan schemes installed in all high schools. It is highly desirable that card catalogs and accession records be had for all libraries.

The above stated standards shall be gradually introduced and required in all high schools of the state. It should not require more than two or three years for

the accredited high schools and those seeking to be accredited to reach the above stated standards.

Each high school should have a copy of Certain: *Standard Library Organization and Equipment for Secondary Schools of Different sizes*, published by the American Library Association, Chicago.

SCHOOLROOM HUMOR

(WHY TEACHERS STAY YOUNG)

In a Sentence

Teacher: "Who can use the word *avaunt* in a sentence?"

Ikey: "Avaunt what *avaunt* when *avaunt* it."

Teacher: "Very good. Now try the word *cavort*."

Ikey: "Our milkeyman he bring us a *cavort* of milk *effery* morning."

The Low Down on Arnold

Prof.: "Why do you say that Benedict Arnold was a janitor?"

Freshie: "Because my book says that after he betrayed his country he spent the rest of his days in *abasement*."

Go—Went—Gone

Teacher: "I have *went*. That is wrong, isn't it?"

Johnny: "Yes, *ma'am*."

Teacher: "Why is it wrong?"

Johnny: "Because you *haint* *went* yet."

The Newer Physics

Teacher: "You have learned that heat expands and cold contracts. Now, can you give me an example of the effect of cold?"

Bright student: "Yes, *ma'am*. The days are shorter in winter."

All Famous

Prof: "What is meant by 'The Four Horsemen.' Who were they?"

High I. Q.: "Paul Revere, Phil Sheridan, Theodore Roosevelt, and Barney Google."

"It's not the school," said the little boy to his mother, "it's the principal of the thing."

A TRIBUTE TO THE UNKNOWN TEACHER

And what of teaching? Ah, there you have the worst paid, and the best rewarded, of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they, to whom it is dear for its own sake, are among the nobility of mankind.

I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind."

HENRY VAN DYKE

PERSONAL DIFFERENCES

The Bishop of Hereford looks to the human side of his calling. He writes: "I occasionally exhort the clergy of my diocese to learn to conjugate 'I am firm, thou art obstinate, he is pig-headed'."